DOCUMENT RESUME

ED 443 075 CG 030 190

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TITLE Collaboration and Community: Boyer's Guiding Principles. Invited Paper.

INSTITUTION National Association of Student Personnel Administrators, Inc.

PUB DATE 2000-00-00

NOTE 17p.

AVAILABLE FROM National Association of Student Personnel Administrators, 1875 Connecticut Ave., N.W., Suite 418, Washington, DC 20009-5728. Tel: 202-265-7500; Web site: http://www.naspa.org.

PUB TYPE Information Analyses (070)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Administrators; College Faculty; *Cooperation; *Higher Education; *Programs; Student Personnel Workers

IDENTIFIERS *Boyer (Ernest L)

ABSTRACT

Ernest L. Boyer, former President of the Carnegie Foundation for the Advancement of Teaching and Chancellor of the State University of New York, published countless reports and books offering an insider's description of the challenges faced on today's college and university campuses. He also identified concrete suggestions for improving the quality of each student's educational experience by advocating collaboration between academic and student affairs staff to provide an educational environment that makes learning in and out of the classroom seamless. Boyer's principles challenged educators to create new models for improving the quality of the collegiate experience. In that spirit, and inspired by Boyer's challenge, several colleges and universities have created model programs, both circular and co-curricular, that embrace Boyer's views of collaboration and community. This paper outlines those programs which include: the Ernest L. Boyer Laboratory for Learning, Carson-Newman College; the Community Awareness Program, Central Missouri State University; the Campus Compact, Oregon State University; Five-Year Strategic Plan, Penn State University; and Student-Community Development Graduate Program, State University of New York, Stony Brook. (Contains 10 references.) (MKA)

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INVITED PAPER

COLLABORATION AND COMMUNITY: BOYER'S GUIDING PRINCIPLES

By William M. McDonald

Carson-Newman College

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INTRODUCTION

In December of 1995, higher education — particularly student personnel administrators — lost a true champion with the death of Ernest L. Boyer, Sr. Since 1979, Boyer served as the President of the Carnegie Foundation for the Advancement of Teaching. Previously the Chancellor of the State University of New York, Boyer was the last Commissioner of Education under President Jimmy Carter.

As President of the Carnegie Foundation, Boyer published countless reports and books offering an insider's description of the challenges faced on today's campuses. He also identified concrete suggestions for improving the quality of each student's educational experience. This he did by advocating collaboration between academic and student affairs staff to provide an educational environment that makes learning in and out of the classroom seamless. In *Campus Life: In Search of Community*, Boyer (1990) wrote, "By bringing together the separate parts, [colleges and universities can] create something greater than the sum, and offer the prospect that the channels of our common life will be renewed and deepened" (p. 63).

During the 16 years of Boyer's leadership, the Carnegie Foundation spoke to the entire campus, engaging all components as pivotal for creating an effective teaching and learning environment. Despite critics' views that the Carnegie Foundation's focus on campus life dealt with "soft issues," Boyer provided a model for all faculty, staff, and students within the collegiate environment, which blended the public and private life of the institution. In *College: The Undergraduate Experience in America*, Boyer (1987) wrote:

> the undergraduate college should be held together by something more than plumbing, a common grievance over parking, or football rallies in the fall. What students do in dining halls, on the playing fields, and in the rathskeller late at night all combine to influence the outcome of the college education, and the challenge, in the building of community, is to extend the resources for learning on the campus and to see academic and nonacademic life as interlocked. (p. 177)

Boyer (1987) believed that "all parts of campus life — recruitment, orientation, curriculum, teaching, residence hall living, and the rest — must relate to one another and contribute to a sense of wholeness" (p. 8). In so doing, he believed that colleges and universities could create a vital community of learning that would serve as a model for the society at large; a model that would blend its public and private lives to create a sense of wholeness.

Teaching has historically been the public life of the higher education community. Services such as residence life, student activities, and other cocurricular services have focused on the private life of higher education community. However, today's collegiate public and private lives are under the scrutiny of politicians as well as students and their families. These constituents voice concerns about higher education's ability to have a positive effect on the student's ability and readiness to participate in a learning community. Consequently, educational leaders are looking for new ways to address these concerns.

Hence, the true legacy of the Carnegie Foundation under Boyer's leadership may be lost. Lee Schulman, the new President of the Carnegie Foundation, announced that he would drastically narrow the future work of the foundation. Schulman wants the foundation to explore issues such as defining the role of today's professor, clarifying academic preparation for doctoral students, and measuring the quality of teaching.

While critical, Schulman's new emphasis conspicuously does not address cocurricular education. Only institutional public issues related to teaching will be researched. As much as higher education needed Boyer's principles of an integrative curricular and cocurricular education over the past decades, it needs Boyer's principles even more today and will for the foreseeable future.

Boyer's Principles

In a paper given at the Boyer Legacy Conference, Ernest L. Boyer, Jr. (1998) identified four core values that guided his father's work throughout his career. Those values were:

> [1] a determination never to stop growing, [2] never to stop learning, [3] a conviction that everyone has something to offer, [4] a certainty that we are all connected – with such values as these was it any wonder that [Boyer, Sr.] would believe so passionately in education? For him education was never simply a matter of enriching an individual mind. It was a means to transform our human environment, to make the world a better, more just, more loving place. (p. 22)

These values were evident throughout Boyer's tenure as President of the Carnegie Foundation. Boyer (1997) believed that, at their best, colleges and universities were places for students to "search for identity and meaning ... to go beyond their private interests, learn more about the world around them, develop a sense of civic and social responsibility, and discover how they can contribute to the common good" (p. 58).

In the pivotal work *Campus Life: In Search of Community*, Boyer (1990) described his principles for a fully integrated curricular and cocurricular education:

> what is needed, we believe, is a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too. The goal as we see it is to clarify both academic and civic standards, and above all, to define with some precision the enduring values that undergird a community of learning. (p. 7)

Specifically, Boyer identified the following six characteristics that should define colleges and universities. In Boyer's view, an educational institution should be:

1. An educationally *purposeful* community that strives to strengthen teaching and learning on campus as a result of collaboration among faculty, staff, and students.
2. An *open* community that uncompromisingly protects freedom of expression and strongly encourages civility.
3. A *just* community, where diversity is pursued aggressively, but not at the expense of honoring the individual.
4. A *disciplined* community, where governance procedures clearly define expected behavior for the common good and the individual accepts personal obligations for membership.
5. A *caring* community that is sensitive to the needs of the individual through mutual support and shared services.

6. A *celebrative* community that remembers the heritage of the institution through widely shared rituals and practices that respect both tradition and change.

These characteristics, which define Boyer's vision for a seamless education, challenged educators to create new models for improving the quality of the collegiate experience. In that spirit, and inspired by Boyer's challenge, several colleges and universities have created model programs, both curricular and cocurricular, that embrace Boyer's views of collaboration and community. The remainder of the paper outlines those programs.

1. The Ernest L. Boyer Laboratory for Learning, Carson-Newman College

During the spring of 1992, the Pew Charitable Trust began a program entitled "Strengthening Teaching and Learning in the First Two Years." Carson-Newman College was one of approximately 100 institutions, public and private, invited to explore ways of strengthening teaching and learning that would foster institutional change and that would be cost-effective, sustainable, and replicable on other campuses. The college's Laboratory for Learning was one of 17 finalists, and one of 8 projects that received full funding of $95,000 for a 3-year program. In 1997, the program was named the Ernest L. Boyer Laboratory for Learning in memory of Boyer.

The Boyer Laboratory for Learning has allowed Carson-Newman College to address the following two concerns. First, many students arrive on campus in a state of cultural apathy, with little sense of how to learn, how to develop a sense of community with others, or how to establish their place in time. Through this program, students are shown how to connect what they learn in class with issues related to life outside the classroom and studies. Such issues include human relationships and personal identity, tensions between social responsibility and individuality, and the challenges of composing a set of personal values and a coherent life philosophy in the face of economic concerns, environmental challenges, and pragmatic realities. Second, many people were arriving on campus believing in a myth that collegiality among faculty, staff, and students automatically exists on smaller campuses. Expecting to find a sense of community in place, they became disillusioned when it was not immediately available. The Ernest L. Boyer Laboratory for Learning has created a structure in which these people can build the sense of community they desire (see Figure 1).

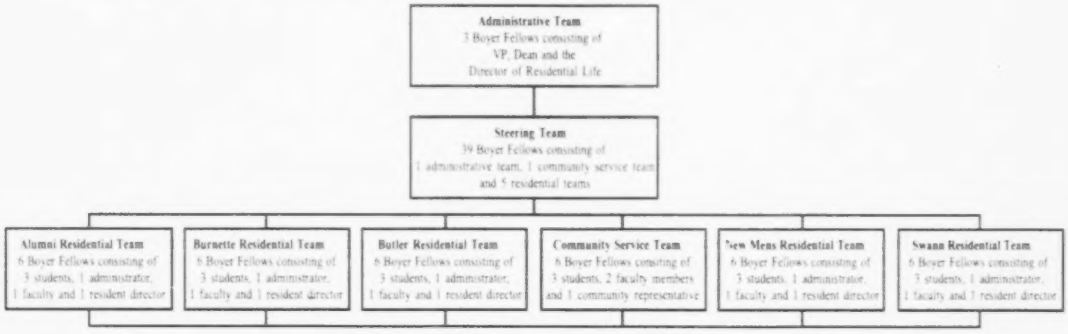
Administrative Team
3 Boyer Fellows consisting of
VP, Dean and the
Director of Residential Life
Steering Team
39 Boyer Fellows consisting of
1 administrative team, 1 community service team
and 5 residential teams
Alumni Residential Team
6 Boyer Fellows consisting of
3 students, 1 administrator,
1 faculty and 1 resident director
Burnette Residential Team
6 Boyer Fellows consisting of
3 students, 1 administrator,
1 faculty and 1 resident director
Butler Residential Team
6 Boyer Fellows consisting of
3 students, 1 administrator,
1 faculty and 1 resident director
Community Service Team
6 Boyer Fellows consisting of
3 students, 2 faculty members
and 1 community representative
New Mens Residential Team
6 Boyer Fellows consisting of
3 students, 1 administrator,
1 faculty and 1 resident director
Swann Residential Team
6 Boyer Fellows consisting of
3 students, 1 administrator,
1 faculty and 1 resident director

Figure 1. The Ernest L. Boyer Laboratory for Learning.

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The Administrative Team coordinates the work of the program and is represented by the senior leadership of the Student Affairs Division: the Director of Residence Life, Dean for Student Affairs, and the Vice President for Student Affairs. The Administrative Team hires all faculty and staff of Bover Fellows. Also, the Administrative Team develops initial and ongoing training for all Bover Fellows, administers the program's budget, and conducts program evaluation. Finally, the Administrative Team coordinates the selection of student Bover Fellows through the individual teams identified in Figure 1.

The Steering Team is comprised of all Fellows to coordinate the work of the entire program. The Steering Team meets on a monthly basis to coordinate the work of the entire program (consisting of 29 activities and 1,587 participants across the campus during the 1998–99 academic year). Every attempt is made to have all program-related decisions made (by consensus) at the monthly meetings of the Steering Team. For example, throughout the life of the program, the Steering Team has decided to offer thematic programming across all six teams. Such was the case during the 2000 spring semester, when the Steering Team chose "Sanctity of Human Life" as the theme for programming emphasis.

In each of the five residence halls, a Residential Team was created, composed of Bover Fellows, whose purpose was to create a cohesive and connected community, both between departments and between faculty, students, and staff. A desired outcome was for faculty, students, and staff on each Residential Team to share an excitement about learning and to know each other personally, including how each lived and was motivated. Residential Teams consist of three students, a faculty member, an administrative staff member, and the residence director.

Beginning in the 1999–2000 academic year, the program was expanded through a grant received from the Bonner Foundation to include a Community Service Team. The Community Service Team is composed of three students, a faculty member, an administrative staff member, and a local community leader. The inaugural community leader is a local civil rights activist who was instrumental in having Jefferson County recognize the Martin Luther King, Jr. holiday. The Community Service Team focuses campus attention and resources on specific community service issues and initiatives.

All participants maintain the title of Bover Fellow after completion of their responsibilities. Bover Fellows wear honor cords at convocation, commencement, and all other official academic functions. Faculty and staff participants benefit by a reduction in committee assignments and by having their participation recognized and considered in tenure and promotion applications.

Faculty, staff, and student participants may serve as Bover Fellows for 2 years before rotating off to allow new faculty, staff, and students the opportunity to participate in the program. The Administrative Team and residence directors serve every year to ensure the stability of the program.

Qualitative and quantitative assessments have been conducted throughout the project. Satisfaction surveys are given to residential students each year. Both student participants and Bover Fellows evaluate each activity, and the results are shared among all the teams. All Bover Fellows are encouraged to maintain journals that are passed on to their successors. The retention and promotion rates of Bover Fellows are tracked. Finally, and, most notably, when the project began 6 years ago, it was anticipated that it would be difficult for faculty and administrators to commit to more than a semester. However, 95% of these participants served for 2 years before rotating off and making room for the second generation of Bover Fellows. Eighty-five percent of the second gen-

eration served for 2 years as well. The third generation began work during the 1997 fall semester. One-hundred percent of them returned for a second year. The fourth generation began work during the 1999 fall semester.

The success of the Boyer Laboratory for Learning is evident in that this program has involved many constituents from the campus who might not have participated in cocurricular activities. New partnerships have been forged between students, faculty, and staff to expand the student learning both in and out of the classroom. Jennifer Elliott (1998), an inaugural student Boyer Fellow, best summarized this partnership when she wrote:

> the level of comfort by the students who participated in the [Boyer] Laboratory for Learning was reflected directly by their participation in their own learning. I remember a discussion I was having with a professor about a poem that both of us reacted to strongly. That professor later repeated a statement of mine to his class. Much to my surprise, he learned something from me and felt that it was worthwhile for his students as well. His honesty about his reactions and different analyses of the poem provoked a more honest and involved conversation from me because I felt we had developed a relationship in which we could both trust and challenge each other. Informal conversations made me feel that the subject on which he was an authority was more approachable both inside and outside of the classroom. I achieved a new respect for authority figures that went further than the superficial displays of the classroom; I gained a view of my professors that involved them as partners in the learning process and not merely guides or dictators. (p. 79)

Jerry Wood, Professor of English and a third-generation faculty Boyer Fellow, agreed and described the Boyer Laboratory for Learning as the best way for faculty and students to remind themselves that education — in the best sense — is never limited by time or place, and that the Laboratory brings excitement, growth, and wonder into the college experience for everyone.

II. The Community Awareness Program, Central Missouri State University

In 1997, Central Missouri State University adopted the Vision for Community, a campus strategic plan that contained the institution's definition of desired community, a campuswide Community Creed, and a community awareness action plan and implemented the Office of Community Awareness. Boyer's (1990) six principles of community served as a foundation of Central's community awareness program; however, a seventh principle was added: that the learning community will be a place where high expectations are held of everyone to serve student learning, and where what is learned is carefully assessed and evaluated.

The purpose of the Office of Community Awareness is to create an inclusive, respectful, and open environment where individuals interact with, support, and learn from one another. Each year, a theme helps define the values that undergird a synergistic community of lifelong learning. The Central community values learners who value education; who work together toward common purposes and goals; who esteem and strive to build an environment where members accept, respect, and support one anoth-

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er; who open their minds and hearts to diverse individuals and ideas; who seek to understand and fulfill their personal and communal responsibilities to one another; and who celebrate the traditions that define the institution.

The Office of Community Awareness, which reports directly to both the Vice President of Student Affairs and the Vice President of Academic Affairs, is staffed by a director, secretary, two graduate assistants, and several student assistants. The staff coordinates the community awareness program through interaction with faculty, staff, students, and Warrensburg area community members and agencies. Finally, a 19-member Community Awareness Advisory Council representative of the campus and local community focuses on the "big picture" of campus community.

Examples of the institution's community-building programming include a monthly focus on one of the seven principles; posting the Community Creed in every classroom on campus; incorporating diversity awareness training during fall faculty planning days; providing diversity training and workshops; sponsoring outside speakers (including Charles Glassick, past President of the Carnegie Foundation, and Ernest Boyer's widow, Kathryn Boyer); and hosting monthly forum luncheons. Participants include Central faculty, staff, students, and Warrensburg area community members.

Outcomes include a change in language on the campus: the word "community" appears on written correspondence, in spoken communication, campus memos, and campus publications. Faculty use the Central Community Creed in class discussion about the classroom environment they intend to create. Offices and student organizations use the principles of community as themes for programs. Campus offices check policies and procedures for consistency with the campus focus on community building. Finally, new partnerships have been created that have enhanced collaboration and cooperation. Specific examples abound: the campus discipline officer uses the Community Creed in counseling students about expected and appropriate behavior; the residence life staff use the monthly principle in programming and have developed a Community Building award program; the annual student leadership banquet adopted the theme of building community within student organizations.

The Office of Community Awareness interacts with 3,000-plus community members annually through student organizations, classroom instruction, institutional publications, campus diversity awareness training, and new student orientations. In 1997–98, 11,507 attended community awareness programs; over 12,118 participated in 1998–99 community awareness programs. Faculty, staff, students, and local and surrounding community members attend community awareness programs.

New activities are being implemented as the program develops. The focus on community building has successfully influenced the language and atmosphere of the campus and has served as a unifying philosophy for creating campus community.

III. The Campus Compact, Oregon State University

In 1996, the Vice Provost for Student Affairs sent a letter to all employees of the Division of Student Affairs offering them the opportunity to participate in defining the Student Affairs organization's contribution to the mission of the university. The letter explained that the division would use Boyer's (1990) work as the framework, but that the participants in the process would determine the particular direction of the Division's efforts.

Well over 100 people were involved in the development of the core document. The format used to develop the document could best be described as a conversation that began with a discussion of Boyer's (1990) principles of community. The participants then defined what each of the principles meant and developed corresponding operational definitions for each principle. The next step involved describing what the institution would look like if each principle was enacted and what behaviors/dynamics would characterize a campus where the principles had not been realized. At that point, the participants discussed shared assumptions about the university, believing it was important to identify the assumptions that would serve as guides for future activities. The assumptions were outlined in the Division of Student Affairs' (1997) *Campus Compact: A Statement of Vision, Values and Commitments*, and are as follows:

Student Affairs faculty and staff will provide leadership for the development of a positive sense of community at Oregon State University. We will collaborate with others to enhance the educational environment and to support the teaching and learning process. We value and respect the individual and believe that sharing knowledge changes lives.

1. Our university is an environment where teaching and learning are the most important activities, and where challenge and support foster lifelong learning.
2. Our university is a learning community where there is respectful discourse, and a safe environment for taking risks, and where individuals and ideas can make a difference.
3. Our university is a network of relationships built upon shared responsibility and leadership, where community members work for common goals.
4. Our university is a community where we are empowered by the depth of our commonalties and strengthened by the affirmation of our individuality.
5. Our university is a dynamic, evolving environment where energy is intentionally focused toward sustaining developing members.
6. Our university is an honest community where we are truthful about our struggles, acknowledge conflict, confront obstacles, and provide an environment for dialogue, discovery, and individual growth.
7. Our university is a place where we have pride in our traditions, hope for our future, and a commitment to progress and positive change.

Our university will achieve this vision only as the result of intentional actions on the part of campus community members. We will develop a dynamic Campus Compact, which will define our specific designed outcomes and the actions through which we will accomplish them. Our Compact is our pledge that we will move beyond lofty ideas and engage in focused behavior.

At each stage of the process a group of volunteers would work to edit and add focus to the work done in the large group. As the facilitator, the Office of the Vice Provost typed and distributed all information generated at each Compact meeting. Eventually, the Division reached the point where it had a clear vision and a statement of values, but had not translated either into specific actions. Next, the participants brainstormed a list of specific behaviors and activities that could be pursued to help achieve each of Boyer's six principles of community. By the end of that phase hundreds of ideas for activities had been generated, and the final challenge was to prioritize in order to

move Student Affairs and the university toward a greater sense of community. Ultimately, the Division identified five areas of immediate need: strengthening the cocurriculum; providing support for student transition needs; enhancing the learning environment; providing comprehensive professional development; and implementing focused, on-going assessment. These were translated into specific initiatives; each designed to produce outcomes of value to the university. Volunteers staffed all initiative groups. Each year the Division assesses the success of the initiatives and makes determinations about appropriate new initiatives.

The Student Affairs staff documented evidence that, through the Compact, they have engaged in activities that have added value and made a difference at the university. The most significant differences for the Division have been the processes and conversations associated with developing the Compact. The most significant differences were in the number and kinds of assessment activities, the influence of the transitions initiative on first- to second-year retention, and an increase in involvement in professional development activities. The process confirmed the following:

1. The Division was able to sustain focused dialogue over an extended time period.
2. The Division was able to be productive in a nonhierarchical structure.
3. Given space and opportunity, people will step forward to lead and contribute.
4. Energy is the most important resource that the Division has at its disposal.
5. The Division needs to play a major role in modeling leadership, accountability, and responsibility to colleagues across the campus.

The Division believes that establishing a positive, collaborative working relationship with their colleagues in Academic Affairs is among its most meaningful achievements. The Compact cannot be identified as the vehicle that produced the outcomes of the Division's combined efforts. But, the Compact was the important catalyst for the establishment of the relationship. The Compact provided the Division with an anchor to initiate relationships with colleagues across the campus. The Compact served as the guide for convening important conversations to address crucial university issues such as diversity, crisis response issues, student success, and others. These outcomes are most apparent in the relationship between Student Affairs and Academic Affairs: Significant partnerships have been formed around important institutional agendas.

IV. Five-Year Strategic Plan, Penn State University

Boyer's principles are the guiding philosophy that was incorporated into the 1997 Five-Year Strategic Plan developed by the Pennsylvania State University and used to organize efforts for its 79,000 students at 23 campuses. The Division of Student Affairs at the University Park campus has taken the lead in creating partnerships with faculty, staff, students, and community members to create a productive, purposeful, and caring campus environment.

At the University Park campus, the Boyer principles have been used to clarify standards and expectations for educational programs presented by Student Affairs staff, to direct the efforts of the AT&T Service Learning and Centers for Community Education projects, to influence the development of two residential learning projects, and to shape the vision creating the Student Affairs Research and Assessment Unit.

A Program Council of representatives from the Student Affairs Units that present educational programs established programming goals, educational materials for faculty,

and a learning outcomes assessment approach reflective of the Boyer principles. During the 1998–99 academic year, 524 programs presented by Student Affairs staff were evaluated by 7,338 participants using a common set of questions. Two of the goals for these questions were to verify the "purposefulness" of the presentations and to be sure that all student populations were being served. During the next academic year, staff presenters will be asked to indicate which of the six Boyer principles each program intends to address, thus emphasizing the articulation between programming efforts and the educational framework established by Penn State Student Affairs.

The Penn State AT&T Service Learning Center established a formal collaborative relationship with several academic units and local community service agencies to facilitate the enhancement of learning for students. The Centers for Community Education emphasize civic responsibility as well as programming that improves character development, ethics, and an understanding of diversity issues. Excerpts of a video from one of Boyer's last public speeches (given at a Penn State Encampment retreat for students, faculty, and staff leaders) are used in executive leadership classes as a role model for student leadership.

Residence Life staff have introduced two major residential learning options in collaboration with academic units and the Dean of Undergraduate Education. The Learning Edge Academic Program involves first-year students who enroll in special summer session classes and who live in "prides" on the same residence floors. Each "pride" has a faculty associate as well as a resident assistant who coordinate mutual activities that model tools for effective learning. The second option will begin this coming year with a special focus, in the East Halls Learning Community, on removing traditional boundaries between classroom and out-of-class experiences. Faculty, students, and staff have established goals and desired learning outcomes reflecting the interface between purposeful learning and a caring environment for new students.

Student Affairs Research and Assessment is charged with supporting those educational and service missions of the university that "will result in greater understanding of our student population and which will contribute to the programs and services that sustain a caring and civil learning environment." A number of Penn State Pulse phone surveys include asking students questions based on the six Boyer principles to evaluate their perception of the university environment. The responses to these questions help to define the Boyer principles in behavioral terms so that concepts like "civility," "community," and "just environment" can be better understood by students and those who serve students. For example, responses clearly indicate that different subgroups of the undergraduate population vary in their evaluation of the university climate. These differences are being explored in future focus group discussions with the goal of achieving a positive fit for all our students.

The Boyer principles tie together the programming efforts across the Division of Student Affairs and add to a "sense of team" for the many staff contributing their evening hours for student presentations. In addition, asking staff as well as students to focus on purpose has helped articulate the link between life in and outside of class.

Future efforts include expanding the focus on the Boyer principles at the other Penn State campuses and increasing initiatives to collaborate in providing a purposeful and caring campus community for our students.

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V. Student–Community Development Graduate Program, State University of New York, Stony Brook

In response to the changing needs of the contemporary college landscape, a group of administrators, faculty, and staff at the State University of New York at Stony Brook (SUNY Stony Brook) met to discuss ways in which these changes might be addressed. After many sessions, the group decided that a nontraditional student affairs personnel program was needed to prepare administrators who would be cognizant of providing an atmosphere for students where learning and professional development occurred in multiple arenas and on multiple levels. Many meetings led to the collaboration between student affairs and social welfare to formulate the Student-Community Development Specialization.

The innovative graduate program in Student-Community Development is a two-year curriculum that leads to a Master's degree in Social Welfare. The specialization prepares Social Welfare students for employment in student affairs and related areas at colleges and universities. As community development educators, students are trained to build community and to effect social change in the campus environment. They learn to use an integrative community development model created by Campos, Goldstein, Preston, Seagall, and Stein (1997). The basic premises supporting this theoretical model of the specialization are:

1. Colleges and universities must promote social change that nurtures a strong community.
2. Social change, in the context of democratic ideals, citizenship, and social justice, is enhanced through shared leadership, which celebrates both individuality and collaboration.
3. Optimal community development is grounded in a strategic set of democratic values.
4. Community development is a process of shared responsibility that nurtures individual and group empowerment.
5. Individual and community growth/responsibility are interdependently linked.
6. Individuals and groups have physical, emotional, and cognitive competencies.
7. Education is a lifelong experiential and cognitive learning process.
8. Maximally effective learning environments are participatory and interactive.
9. The learning community extends beyond the physical boundaries of the classroom and campus.

The integration of the disciplines of social work and education guides the curriculum to focus on community organization, social justice, cultural diversity, student development theory, wellness models, and institutional change. Students must follow the School of Social Welfare curriculum and attend Student-Community Development colloquia and seminars, as well as complete courses in group process and higher education issues. In their second year, the students are placed in year-long internships in the Offices of Student Affairs, Dean of Students, International Student Affairs, Career Placement, Student Services, and Disabled Student Services, among others. As part of the internship experience students conduct and analyze research, complete administrative tasks, write grants, have committee memberships, design and implement student and faculty programs, and interact with other students. The students have leadership roles on campus and are visible in their commitment to building campus community as

it pertains to the greater campus and its extended communities.

For their Master's thesis, the specialization students work in pairs or groups and use the thesis as a way to give back to the community through research, program design, and innovative ideas. Thesis students have been involved in projects such as developing a sexual assault therapy/intervention program, planning a campus living-learning community and campus crisis center, and designing a needs-assessment instrument for disabled student services.

We model collaboration by having all courses taught by two professors from different disciplines. Students are encouraged to work in groups to complete assignments, which prepares them for committee membership and team building. Classes are held at different sites to give students a sense of the greater campus community. Guest lecturers provide their expertise and opportunities to build professional relationships among students, faculty, staff, and other campus personnel. Although the Student-Community Specialization is part of SUNY Stony Brook's School of Social Welfare, faculty and students maintain strong ties to and receive support from the Office of the Vice President of Student Affairs at Stony Brook. As the result of the Vice President's commitment, students receive support in the form of fellowships and graduate assistantships. Second-year students are eligible to apply for the fellowships with the Office of the Dean of Students for the Commuter Student and for the Multicultural Affairs Fellowship. The fellows work closely with the Dean to design and implement programs in Commuter Students and Multicultural Affairs Offices. The specialization also has two Americorps fellows working in the community to provide computer-learning opportunities for children and families in socioeconomically distressed communities.

Four first-year students are chosen each year for graduate assistantships in the Office of the Vice President of Student Affairs, where they work closely with and are supervised by staff in the office, and are involved in research, administrative tasks, and grant writing. Students are full-time and take a course load of 66 credits over the 2 years. They are required to complete two field placements, one in human services and a second in higher education. The jewel in the crown of the first-year Student-Community Development experience is the annual Leadership/Community Wellness Symposium, in which students plan, organize, and have the opportunity to discuss current issues with presidents of institutions of higher education.

This nontraditional program has built a collaborative relationship not only between Student Affairs and Social Welfare but also between the campus community and surrounding communities. We integrated the two disciplines teaching future campus administrators to focus on community organization, social justice, cultural diversity, and student development. This unique partnership prepares students to work on contemporary college campuses with an emphasis on student empowerment and social change, both vital mechanisms of practice. Students graduate with an ability to respond to a range of issues affecting student communities. The specialization goes a step beyond traditional student affairs programs in addressing the special concerns of individual students and the community that nurtures and sustains them while incorporating principles that value the health and well-being of individuals and groups of students as they negotiate the campus community.

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Conclusion

President Jimmy Carter (1996) described Ernest Boyer as a "wise man, and we are fortunate that he not only set an example for us in his life, but that he left us numerous books, articles, and speeches in which he shared his wisdom" (p. 11). Boyer never stopped striving to expand educational opportunities for all people. Senator Edward Kennedy (1996) stated that "in the history of modern America education, Ernie Boyer was a constant leader, working to expand and improve educational opportunities for all Americans. His breadth of knowledge and experience in all areas of education was unsurpassed" (p. 12).

This paper has described five instances that demonstrate the power of Boyer's vision for a truly connected student learning experience by enacting Boyer's core values: always learning, believing that everyone has value, and acting on the basis that everything is connected. All five can easily be replicated, and each of the five campuses welcomes inquires from those interested in learning more about their experiences. We believe that Boyer would have been pleased with this openness and willingness to collaborate to improve the quality of the cocurricular education experience.

The ability to collaborate and create community is the true legacy of Ernest L. Boyer, and it must be kept alive and vibrant as his life's work. Jeff Daniel Marion (1997), Carson-Newman's Distinguished Poet-in-Residence, caught the spirit of Boyer's legacy in *The Great Oak*, a poem commissioned by the Butler Residential Team as part of the college's celebration dedicating the Laboratory for Learning to Boyer's memory. One of the student residential fellows suggested planting a tree. The team contacted Kay Boyer and learned that his favorite tree was the great oak. On a cold, rainy, early spring day, while the team and other participants huddled under umbrellas, a new oak tree was planted on the campus. As the final activity, Marion read his poem, his final verse seemingly echoing Boyer's challenge to us:

> … and here is our acorn of truth, a secret
> code of fire sends on smoke's slow cursive
> swirling a rich aroma across mountain
> and valley, answer to the leaf's veined hieroglyphs:
> All oaks are great.
> Acorn by acorn and leaf by leaf, pass it on:
> All oaks are great.
> Pass it on.

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